



Linapuni Elementary School Academic Plan SY 2026-2027

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Honolulu, HI 96819
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<https://sites.google.com/k12.hi.us/linapunischoolsite/home>

- ☒ Title I School
☐ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Jenna Valbuena, TA Principal

Jenna Valbuena

Apr 15, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

Rochelle Mahoe

☐ Date
04/15/2026

Rochelle Mahoe (Apr 15, 2026 11:56:21 HST)

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

TABLE OF CONTENTS

VISION, MISSION, VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

SCHOOL VISION AND MISSION

Vision Statement Lifelong learning begins here.

Mission Statement Empowering all students through an early learning environment within our unique community in Hawai'i

VIALE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten - Grade 1, EL, inclusion IDEA	'23 Wonders ▾	Kendall Hunt's Illustrative Mathemat... ▾	Teacher-created	Teacher-created
Preschool IDEA (FSC only)	Other: ▾ TeachTown (Launch for Pre-K)	Other: ▾ TeachTown (Launch for Pre-K)	TeachTown (Launch for Pre-K)	TeachTown (Launch for Pre-K)
Kindergarten - Grade 1 IDEA Fully Self Contained (FSC only)	Other: ▾ TeachTown	Other: ▾ TeachTown	TeachTown	TeachTown

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten - Grade 1, EL, IDEA (inclusion)	ECRI, iReady	iReady		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - Grade 1, K-1 EL, K-1 IDEA (all)	I-Ready ▾	I-Ready ▾
Kindergarten - Grade 1, K-1 EL, K-1 IDEA (inclusion)	DIBELS ▾	DIBELS ▾
Kindergarten - Grade 1 EL, IDEA (all)	WIDA Screener ▾	Select One ▾
Kindergarten, K EL, K IDEA	HI KRA ▾	HI KRA ▾
PreK, PreK IDEA (all)	Other: ▾ TS-GOLD	Other ▾ TS-GOLD

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☒ Other: eCSSS

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA  09-29-2025_LinapuniES_CNA SY 26-27
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report [Insert Link]

Year of Last Visit: 2025

Type of Last Visit: Mid-Cycle Report (No Visit) -

Year of Next Action: 2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2028

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Over the last three years, mathematics data at LES indicates that many students are performing below grade-level expectations in the number sense domain. Students need to learn and apply number sense concepts, including composing and decomposing numbers, understanding place value, and explaining strategies used to solve addition and subtraction problems. <u>Root/Contributing Cause:</u> a. There is a need for consistent implementation of evidence-based mathematics instructional practices, including the use of concrete–pictorial–abstract approaches and student learning data to guide flexible grouping, resulting in inconsistent high-quality instruction and limited development of students’ number sense.
2	<u>Student Need:</u> Despite consistent growth on iReady diagnostics, approximately 50% of students continue to perform below grade level in reading. Students do not yet have the skills to bridge word recognition and language comprehension for total reading comprehension to occur. <u>Root/Contributing Cause:</u>

- a. Varying levels of **consistency and precision** in implementing reading instructional routines need to be refined as teachers deepen their familiarity with the new programs to ensure high-fidelity instruction.
- b. Significant focus has been placed on strengthening foundational skills such as phonics and phonological awareness, additional emphasis is now needed on developing students' reading comprehension and their ability to connect word recognition with language comprehension.



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|---|--|
| 3 | <p>Student Need: Attendance data at Linapuni Elementary School indicates that only 72% of students are attending school regularly, with 28% of students identified as chronically absent. Students need consistent, supportive school structures, which include building strong school-home connections and creating a welcoming school culture where students feel safe, connected, and motivated to attend school every day.</p> |
| | <p>Root/Contributing Cause:</p> <ol style="list-style-type: none"> a. There is a need for consistent structures to proactively identify and respond to early signs of chronic absenteeism and recognize student effort, progress, and belonging, limiting students' sense of connection and motivation to attend school regularly. b. There is a need for consistent, proactive, and culturally responsive school-home communication systems. Families may not receive timely, multilingual, or accessible communication about attendance expectations, patterns, or available supports, limiting the school's ability to partner with families around attendance. |
| 4 | <p>Student Need: Students are still developing the executive functioning skills necessary to regulate their behavior, prepare for learning, and navigate a variety of social situations and settings. "Self-management" is the lowest area in the Panorama Teacher Perception data, with 57% of students having the skills to manage their behavior.</p> <p>Root/Contributing Cause:</p> <ol style="list-style-type: none"> a. There is a need for knowledge and implementation of consistent, explicit teaching and reinforcement of behavioral expectations across classrooms and school settings results in limited opportunities for students to develop self management and executive functioning skills. b. There is a need for consistent, explicit instruction in social and emotional competencies (such as self-regulation, self-awareness, and perseverance) embedded into daily classroom routines, limiting students' ability to engage productively in the school setting. |

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup (for all schools): SPECIAL EDUCATION (required)**

Identified Student Need(s): Students need to master foundational academic skills in literacy and numeracy through systematic, evidence-based instruction to close the gap between their current performance and grade-level expectations.

SY 24-25 EOY iReady Reading and Mathematics "Overall Placement" Data - Students Receiving IDEA Services			
Content Area	Students Receiving IDEA Services	Students Not Receiving IDEA Services	Learning Gap
ELA	13%	58%	45%
Mathematics	14%	30%	16%

2 **Targeted Subgroup: ENGLISH LEARNERS**

SY 24-25 EOY iReady Reading and Mathematics "Overall Placement" Data - English Learners (EL)			
Content Area	EL	Non-EL	Learning Gap
ELA	47%	65%	18%
Mathematics	22%	36%	14%

Identified Student Need(s): English Learners need to develop academic language skills in speaking, listening, reading, and writing so they can understand and communicate their learning in grade-level content.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering Kindergarten students are assessed for social, emotional, and academic readiness and <u>provided with the necessary and timely support</u> to develop foundational skills for learning.	1a 2a 2b	EA 1.1.1. (1) Kindergarten Entry Assessment (KEA) Kindergarten teachers will administer the Kindergarten Entry Assessment (KEA) within the first 30 days of each child's entry into kindergarten, assessing their foundational skills in language and literacy, math, social development, and motor skills. EA 1.1.1. (2) Action-Oriented Data Decision Making Teachers will use the insights gained from the KEA data to inform instructional decisions, supporting each student's unique development across the five domains of early childhood education. a. Adjust Kindergarten quarterly assessments to align with KEA b. Analyze KEA-aligned quarterly assessments [Accountable Leads - Kindergarten Teachers]	100% of LES Kindergarten students will have completed the Kindergarten Readiness Assessment. Kindergarten teacher-created quarterly assessment proficiency will be at least: 75% (Q4) 65% (Q3) 55% (Q2) of the LES Kindergarten student population.	☐ WSF, \$ ☒ Title I, \$1,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$500 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. iReady Overall Reading proficiency score will be at least 70% (EOY) 40% (MOY) of the LES K-1 student population.	2a 2b	EA 1.1.2 (1) Tier 1 Literacy Instruction Strengthen Tier 1 ELA instruction through consistent implementation of the approved Wonders core curriculum and ECRI supplemental resources with fidelity, using explicit, evidence-based instructional strategies. EA 1.1.2 (2) Daily Explicit Literacy Instruction Teachers will provide daily explicit literacy instruction in phonological awareness, phonics, vocabulary, and comprehension. • Instruction will include differentiation, small-group instruction, literacy stations/centers, and multiple opportunities for students to respond with specific feedback to monitor understanding. • Standardize and implement a schoolwide, evidence-based, explicit vocabulary instructional routine among K-1 classes EA 1.1.2 (3) Response to Intervention The school will refine and expand ELA-focused RTI supports, including strengthening the Grade 1 Tier 2 literacy plan, exploring a Kindergarten Tier 2 plan, and developing a Tier 3 intervention plan. EA 1.1.2 (4) Professional Learning	DIBELS overall proficiency will be at least 75% (EOY) 55% (MOY) of the LES K-1 student population. iReady overall comprehension proficiency will be at least 60% (EOY) 50% (MOY) of LES K-1 student population. At least 85% (EOY) 65% (MOY) of the LES PreK population will be rated within their developmental band in the TS GOLD Literacy Domain.	☒ WSF, \$10,000 ☒ Title I, \$25,000 <i>Travel, Substitutes, Supplemental Curricular Supplies, Equipment, Training</i> ☐ Title II, \$ ☒ Title III, \$2,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD ☒ Other: __, \$
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		The school will strengthen professional learning through peer learning walks, literacy coaching cycles for K–1 teachers, and targeted professional development focused on literacy instruction, differentiation, special populations, and RTI. • Teachers will collaborate in Professional Learning Teams/Communities focused on learning for all students, using data to guide instruction and strengthen collective teacher efficacy. • All K-1 teachers will participate in at least 1 literacy coaching cycle per semester with the school's instructional coach. • The school will provide professional development on topics such as Literacy, PLT/C, special populations, scaffolding/differentiation, RTI, etc, as monitored by event exit passes. ○ National/Regional Literacy Conferences (i.e., Plain Talk, NCTE, etc.) ○ Cox Academy Structured Literacy Courses ○ Hawaii Common Core Standards for ELA ○ Training and Consultants (i.e. ECRI, METIS, Explicit Instruction, QTEL, etc.) ○ Substitutes for above travel and training [Accountable Leads - HMTSS Academic Teams, GLCs]	By the end of the comprehension PLT data cycle, at least 80% of students will be proficient in meeting the targeted standard, as evidenced by PLT created/selected common formative assessment.	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. iReady Overall Math proficiency will be at least 55% (EOY) 35% (MOY) of LES K-1 student population.	1a	EA 1.1.3 (1) Tier 1 Mathematics Instruction Strengthen Tier 1 grade-level, problem-solving and reasoning-based mathematics instruction through consistent implementation of the approved K-1 curriculum (Illustrative Math). - Teachers will use the Concrete-Pictorial-Abstract model to build students' mathematical conceptual understanding. - Teachers will provide regular opportunities for students to use strategies such as composing and decomposing numbers, using number talks, explaining mathematical thinking, and solving problems using multiple representations to strengthen and deepen students' number sense. - Teachers will provide specific and corrective feedback to monitor understanding and support student learning. - Instruction will include differentiation, small-group instruction, and math stations/centers. - Teachers will engage students in regular practice through the iReady platform, meeting the recommended 30-40 minutes of weekly instructional time.	At least 80% (EOY) 50% (MOY) of LES K-1 students will have met their progress towards annual typical growth on the iReady Overall Math assessment. iReady Numbers & Operations domain proficiency will be at least 55% (EOY) 25% (MOY) of LES K-1 student population. At least 98% (EOY) 78% (MOY) of the LES PreK population will be rated within their developmental band in the TS GOLD Mathematics Domain.	☒ WSF, \$10,000 ☒ Title I, \$25,000 <i>Travel, Substitutes, Curricular Supplies, Equipment, Training, Contract</i> ☐ Title II, \$ ☒ Title III, \$2,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$2,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		- Teachers will use facilitative questioning during lesson activities and provide specific, corrective feedback during lesson synthesis to support understanding EA 1.1.3 (2) Professional Learning The school will strengthen professional learning through structured classroom learning walks, math coaching cycles with the instructional coach, and targeted professional development focused on math curriculum implementation, problem solving, and number fluency. - Teachers will collaborate in Professional Learning Teams/Communities focused on learning for all students, using data to guide instruction and strengthen collective teacher efficacy. - Teachers will participate in at least one math coaching cycle during the year, and learning walks will be used to support reflection, coaching, and improvement of instructional practices. - Professional learning opportunities may include school-based training, specialized sessions (e.g., Dr. Yeap Ban Har), and national or regional math conferences (e.g., NCTM). [Accountable Leads - HMTSS Academic Teams, GLCs]	By the end of the number sense PLT data cycle, at least 80% of students will be proficient in meeting the targeted standard, as evidenced by PLT created/selected common formative assessment.	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1a 2a 2b	EA 1.1.4 (1) - Supporting Language Development Language learning strategies such as pairing auditory with visual representations, Think-Pair-Share with rehearsal, and providing sufficient think time will be implemented across classrooms EA 1.1.4 (2) - Supporting Students With Disabilities Strengthen specially designed instruction by adapting the content, methodology, and delivery of instruction to address students' IEP goals and learning needs while maintaining access to grade-level standards. Ensure specially designed instruction is effectively implemented within inclusion settings so students with disabilities can meaningfully access grade-level instruction alongside their peers while receiving the supports outlined in their IEPs. <pre> graph LR A((Identify the child's unique needs)) -- "+" --> B((Adjust the content, methodology, and/or delivery)) B -- "=" --> C((Ensure access to general education curriculum)) </pre> EA 1.1.4 (3) Effective Planning and Collaboration Develop and implement a collaboration plan that ensures special populations teachers (SPED and EL) participate in curriculum, instruction, and assessment planning, as monitored by the ELA and Math curriculum maps and pacing guides.	100% of IDEA students will meet their typical growth on the EOY iReady Diagnostic. ELA and Math proficiency for IDEA students will be at least 30% (EOY) 21% (MOY) by the end of the school year. ELA proficiency for EL students will be at least 65% (EOY) 55% (MOY) by the end of the school year. Math proficiency for EL students will be at least 35% (EOY) 28% (MOY) by the end of the school year	☐ WSF, \$ ☒ Title I, \$6,000 ☐ Title II, \$ ☒ Title III, \$6,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$2,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		EA 1.1.4 (4) Professional Learning: The school will provide targeted professional development on language development, instruction for special populations, and scaffolding and differentiation, including, but not limited to, support from WestEd. [Accountable Leads - HMTSS Academic Teams, GLCs]	At least 75% (EOY) of EL students with 1 ACCESS data point will be on track toward English language proficiency (Growth-to-Target for grade 1 students).	
1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year.	4a 4b	EA 1.1.5 (1) Supporting Transitions Plan transition activities to support smooth transitions from PreKindergarten to Kindergarten, Kindergarten to First Grade, and First Grade to a neighboring school. - Activities will include orientation visits, classroom transition lessons and routines - Host parent informational sessions and distribute fliers to keep parents well-informed and engaged throughout the transition process EA 1.1.5 (2) Summer Transition Support Provide targeted opportunities during the summer to assist students in transitioning to the next grade level to acclimate students and begin to develop social and emotional competencies - Rising First Grade Summer Program - Rising Kindergarten Summer Transition Program [Accountable Leads: GLCs, HMTSS Lead Team]	At least 80% of Incoming Kindergarten, Rising First- and Rising Second-Grade students will respond favorably on surveys regarding transition activities.	☒ WSF, \$5,000 ☒ Title I, \$40,000 <i>Summer programs personnel, instructional materials, supplies, field trips & family engagement activities, Transition planning & collaboration days</i> ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6 All students will be proficient in science by the end of the school year.		EA 1.1.6 (1) Evaluate and Select Curriculum Options - The Academic and Special Populations Team will conduct an evaluation of the curricula from the state's approved and viable list. - Pilot sample lessons and gather feedback from teachers and students. - Facilitate structured discussions to determine the final curriculum selection. EA 1.1.6 (2) Professional Learning - Provide professional development to support implementation. EA 1.1.6 (3) Plan for Implementation - Implement at least 5 lessons from the selected curriculum in order to become familiar with the program - Develop grade level pacing guides for full implementation beginning SY 27-28 Accountable Lead: Academic and Special Populations Team & School Leadership	Science curriculum is selected. 100% of teachers will implement at least 5 lessons from the selected curriculum.	☒ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	3a 3b	1.2.1 (1) Attendance Plan Refine, implement and monitor the attendance plan with fidelity using a multi-tiered system of supports. - Implement schoolwide Tier 1 strategies and processes with consistency for proactive intervention - Provide individual positive recognition from homeroom teachers for students <i>and parents</i> demonstrating improved and/or consistent attendance. - Increase parent involvement in monitoring and supporting student attendance through regular, proactive communication with families (i.e. Talking Points, phone calls, Class Dojo, in person, etc.) - Create, implement, and monitor teacher use of school-developed parent communication log	The average daily attendance rate will be above 90%. Regular attendance rate will be at least 75% (Q4) 81.25% (Q3) 87.50% (Q2) 93.75% (Q1) according to Infinite Campus.	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		● Implement Tier 2 and Tier 3 interventions for increasing levels of targeted support ○ To include teacher presence at attendance support meetings 1.2.1 (2) PBIS/Attendance Professional Development Provide staff professional development on attendance interventions and supports to strengthen practices that promote consistent attendance and support students' social, emotional, and academic success. [Accountable Leads: Counselor & PBIS Attendance Team]		
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1.2.2. All students demonstrate positive behaviors at school.	4a 4b	1.2.2 (1) Positive Behavior Intervention and Support (PBIS) Consistently implement schoolwide behavior plan - Refine, teach, and reinforce schoolwide behavioral expectations aligned to the Linapuni behavior matrix, using common language. - Implement and refine schoolwide lesson plans to teach behavior expectations across all settings. - Establish schoolwide behavioral expectations for different classroom contexts using common schoolwide language. 1.2.2 (2) Social and Emotional Learning Opportunities - Monitor implementation of the SEL Choose Love program in K/1, to develop students' social-emotional skill sets through explicit SEL instruction. - Implement teacher-created SEL opportunities in PreK classrooms based on children's strengths and needs - Assess the effectiveness of SEL implementation to support students' social-emotional development.	The number of students with an elevated BEISY rating at BOY (4 or more in each domain) will decrease by at least 20% (EOY) 10% (MOY). 85% (EOY) 60% (MOY) of K/1 students will be rated at least 3 or higher on the GLO grading rubric on GLOs 1 & 2, showing they usually or consistently demonstrate the standards of behavior. 75% (EOY) 50% (MOY) of K/1 students will be rated at least 4 or more on the Self-Management domain in Panorama.	☒ WSF, \$20,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		1.2.2 (3) Professional Learning Engage staff in professional development training on PBIS and SEL to enhance understanding and equip teachers and staff with effective practices and strategies. Topics including but not limited to. • Trauma and its impact on the brain • Poverty • Proactive Classroom Management Strategies (PCMs): Select the most impactful [Accountable Leads: SSC, Counselor, PBIS: Behavior & SEL Team] SW6	At least 85% (EOY) 60% (MOY) of PreK students will be rated in their developmental color band in the SmartTeach social-emotional domain.	
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1.2.3. All students experience a Nā Hopena A'o environment for learning.		1.2.3 (1) Implementation & Integration of Nā Hopena A'o (HĀ) Outcomes • School staff will engage in targeted professional development to deepen our understanding of the 6 HĀ Outcomes: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawaii ("BREATH"). • Develop a plan to integrate two HĀ outcomes schoolwide into daily practices (Belonging & Responsibility). [Accountable Leads – Principal & HMTSS Lead Team] 1.2.3 (2) Aloha 'Āina Raised Bed Garden • Staff Involvement: School staff will engage in professional development on Hawaiian agricultural practices and sustainable gardening to understand the significance of Aloha 'Āina. • Student Involvement: Students will actively participate in planting, maintaining, and harvesting the garden, fostering a sense of responsibility for the environment to promote Aloha (respect for the land) and Responsibility (environmental stewardship). • Community Engagement: Invite parents, community members, and local cultural experts to support the garden project through workshops, volunteer work, or donations. [Accountable Leads - Principal & PK Teachers]	At least 80% of Parents and Staff will respond positively on the satisfaction and involvement/engagement domains on SQS survey. At least 90% of students will have a positive response rate on the Student Survey on feeling a sense of belonging. At least 90% of students will receive a score of 3 or higher on the General Learner Outcome (GLO) #2 Community Contributor, showing they usually or consistently demonstrate Responsibility	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.		EA 1.3.1 (1) - Plan and implement various college, career, and civic exploratory activities, incorporating field trips, literature, and community speakers, etc, that provide students opportunities to learn about/experience different careers, places, perspectives, etc. Civic, career, and college opportunities including, but not limited to participation in KPT community garden partnership, participation in campus recycling opportunities, participation in campus beautification day [Accountable Leads - GLCs: Grade Level Chairs]	At least 80% of students will demonstrate their knowledge related to civic, career and community opportunities through activity-based, teacher-created assessments.	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways, career academies, or International Baccalaureate (IB) programmes.		1.3.2 Learning Opportunities Plan and implement activities and experiences that support students in strengthening the skills needed for academic success. • Out-of-school time tutoring, programs, activities • Extra- or co-curricular activities (e.g. Honolulu District Elementary Virtual Science Expo, LES Science Exploration Day, T-Shirt Theatre, Physical Education Field Day, etc.) • Summer Learning Opportunities ◦ Summer School ◦ Kindergarten Summer Jumpstart [Accountable Leads - HMTSS Academic Teams]	At least 80% of students will demonstrate knowledge of the necessary skills to succeed in their academic learning through various, post-, activity-based assessments. (i.e. GLOs for Kindergarten Summer Jumpstart, iReady reading scores for after-school tutoring, etc.)	☒ WSF, \$5,000 ☒ Title I, \$30,000 <i>Summer Program & Collab days</i> ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified.	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☒ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Lead: Principal or HQ designee, FKK HQ EO		
2.1.2. All teachers are effective or receive the necessary support to become effective.		2.1.2 (1) Establish individualized professional development plans (IDPD) that support each teacher's unique needs, goals, and areas for growth, ensuring alignment with school-wide goals and objectives to enhance qualifications and drive continuous improvement. 2.1.2 (2) Enhance teacher effectiveness through a collaborative and supportive approach, incorporating classroom collegial visits, dedicated practice time, structured learning walks with constructive feedback, and ongoing coaching to strengthen instructional practices and ensure sustained growth. 2.1.1 (3) Keep staff informed about professional development opportunities, including training, seminars, conferences, and workshops, aiming to support teachers in acquiring SIQ hours and/or TESOL certification by the 26-27 school year [Accountable Lead - Principal]	Teacher participation and completion in professional development for SIQ hours and/or TESOL certification. Weekly Faculty & Staff Bulletin, faculty meeting announcements and emails to include PD announcements and relevant training information.	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$2,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.		2.2.2 (1) Establish a system to monitor and ensure the timely completion of the Performance Appraisal System (PAS) for classified staff through scheduled reviews, progress updates, and ongoing support to enhance staff effectiveness. [Accountable Lead - Principal]	100% on-time completion of the Performance Appraisal System (PAS) for all classified staff.	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		3.3.1 (1) Create and distribute an annual meeting schedule for our School Community Council (SCC), ensuring regular meetings for ongoing discussions, updates, and collaborative decision-making, with representation from all required stakeholders. • Convene at least two (2) community meetings to review and discuss the school's Academic and Financial Plan and provide opportunity for community input. • Post SCC meeting agendas 6 calendar days prior to SCC meeting on the school's website • Post SCC minutes upon approval by the SCC on the school's website [Accountable Lead - School Community Council (SCC) Chair]	SCC annual meeting schedule shared with members and the community through fliers and online platforms, such as Talking Points, the school website and social media accounts. SCC Meeting Agendas & Minutes posted on the school's website All SCC meeting minutes show attendance of all stakeholders	☐ WSF, \$ ☒ Title I, \$400 18935 Supplies and Light Refreshments ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.		3.3.2 (1) Family & Community Engagement (FCE) Plan and coordinate family engagement activities throughout the year aligned with school goals. - Quarterly Eagles Family Time events, parent orientations, student showcases, parent-teacher conferences, and workshops - All events will emphasize the importance of student attendance. 3.3.2 (2) Utilize Digital Platforms Ensure families receive up-to-date information on school events, academic goals, and student progress via Talking Points, school website, social media. [Accountable Leads - Parent Community Network Coordinator (PCNC) & Student Services Coordinator (SSC)]	At least 35% of families will participate in FCE activities, workshops, training and/or events. At least 80% of parents who participate in FCE activities, workshops, training and/or events will respond favorably or with satisfaction based on each end-of-activity survey.	☐ WSF, \$ ☒ Title I, \$2,000 18935/18902 Supplies and Light Refreshments ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

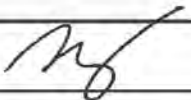
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Linapuni Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 5, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 15, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 15, 2026**

Attested:

Linapuni Elementary School Principal	Signature	Date
Jenna Valbuena, TA		Apr 15, 2026
SCC Chairperson	Signature	Date
Noy Phanthavong		Apr 15, 2026

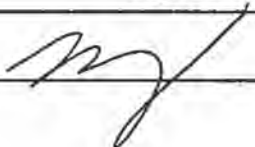
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Noy Phanthavong		Apr 15, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Linapuni Elementary School Bell Schedule:

Linapuni Elementary Bell Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
7:55 Warning bell	7:55 Warning bell	7:55 Warning bell	7:55 Warning bell	7:55 Warning bell
8:00 Start of school	8:00 Start of school	8:00 Start of school	8:00 Start of school	8:00 Start of school
8:30 PreK recess starts	8:30 PreK recess starts	8:30 PreK recess starts	8:30 PreK recess starts	8:30 PreK recess starts
9:30 Grade K Recess starts	9:30 Grade K Recess starts	9:30 Grade K Recess starts	9:30 Grade K Recess starts	9:30 Grade K Recess starts
9:45 Grade K Recess ends Grade 1 Recess starts	9:45 Grade K Recess ends Grade 1 Recess starts	9:45 Grade K Recess ends Grade 1 Recess starts	9:45 Grade K Recess ends Grade 1 Recess starts	9:45 Grade K Recess ends Grade 1 Recess starts
10:00 Grade 1 Recess ends	10:00 Grade 1 Recess ends	10:00 Grade 1 Recess ends	10:00 Grade 1 Recess ends	10:00 Grade 1 Recess ends
11:00 PreK Lunch 11:15 Grade 1 Lunch starts 11:30 Grade K Lunch starts	11:00 PreK Lunch 11:15 Grade 1 Lunch starts 11:30 Grade K Lunch starts	11:00 PreK Lunch 11:15 Grade 1 Lunch starts 11:30 Grade K Lunch starts	11:00 PreK Lunch 11:15 Grade 1 Lunch starts 11:30 Grade K Lunch starts	11:00 PreK Lunch 11:15 Grade 1 Lunch starts 11:30 Grade K Lunch starts
11:55 Grade 1 Recess ends 12:10 Grade K Recess ends	11:55 Grade 1 Recess ends 12:10 Grade K Recess ends	11:55 Grade 1 Recess ends 12:10 Grade K Recess ends	11:55 Grade 1 Recess ends 12:10 Grade K Recess ends	11:55 Grade 1 Recess ends 12:10 Grade K Recess ends
12:20 - Writing/Grammar SS / Science / Learning Centers Read Alouds	12:20 - 2:00 Specials Cafe, AB, BS	12:15 Choose Love 12:55 Dismissal (Wed.)	12:20 - 2:00 Specials Cafe, AB, BS	12:20 - Writing/Grammar SS / Science / Learning Centers Read Alouds
2:10 Dismissal	2:10 Dismissal		2:10 Dismissal	2:10 Dismissal